DOCUMENT RESUME

ED 452 562 CS 217 529

TITLE	Indiana's Academic Standards: 11th Grade English/Language Arts.
INSTITUTION	Indiana State Dept. of Education, Indianapolis.
PUB DATE	2000-11-00
NOTE	17p.; For other Indiana Standards, see CS 217 527-530. Adopted by the Indiana State Board of Education, Summer 2000.
AVAILABLE FROM	For full text: http://ideanet.doe.state.in.us/standards/welcome.html.
PUB TYPE	Guides - Classroom - Learner (051) -- Guides - Non-Classroom (055)
EDRS PRICE	MF01/PC01 Plus Postage.
DESCRIPTORS	*Academic Achievement; *Academic Standards; *English; *Grade 11; High Schools; *Language Arts; Parent Participation; Skill Development; *State Standards
IDENTIFIERS	*Indiana; Response to Literature

ABSTRACT

This booklet of academic standards spells out what students should know and be able to do in Grade 11 English/Language Arts. The booklet gives examples to help students understand what is required to meet the standards and provides a list of 10 things parents can do to help their child get a good education. It outlines the following seven standards for Grade 11 English/Language Arts: (1) Reading: Word Recognition, Fluency, and Vocabulary Development--Students apply their knowledge of word origins to determine the meaning of new words encountered in reading and use those words accurately; (2) Reading: Reading Comprehension--Students read and understand grade-level-appropriate material; they analyze organizational patterns and evaluate authors' arguments and positions; (3) Reading: Literary Response and Analysis--Students read and respond to grade-level-appropriate historically or culturally significant works of literature that reflect and enhance their study of history and social science; (4) Writing: Writing Process--Students write coherent and focused texts that show a well-defined point of view and reasoned argument; (5) Writing: Writing Applications--At Grade 11, students continue to combine the rhetorical strategies of narration, exposition, persuasion, and description to produce texts of at least 1500 words; (6) Writing: Written English Language Conventions--Students write using Standard English conventions; and (7) Listening and Speaking: Skills, Strategies, and Applications--Students formulate thoughtful judgments about oral communication; they deliver focused and coherent presentations that convey their clear perspectives and demonstrate solid reasoning. (NKA)

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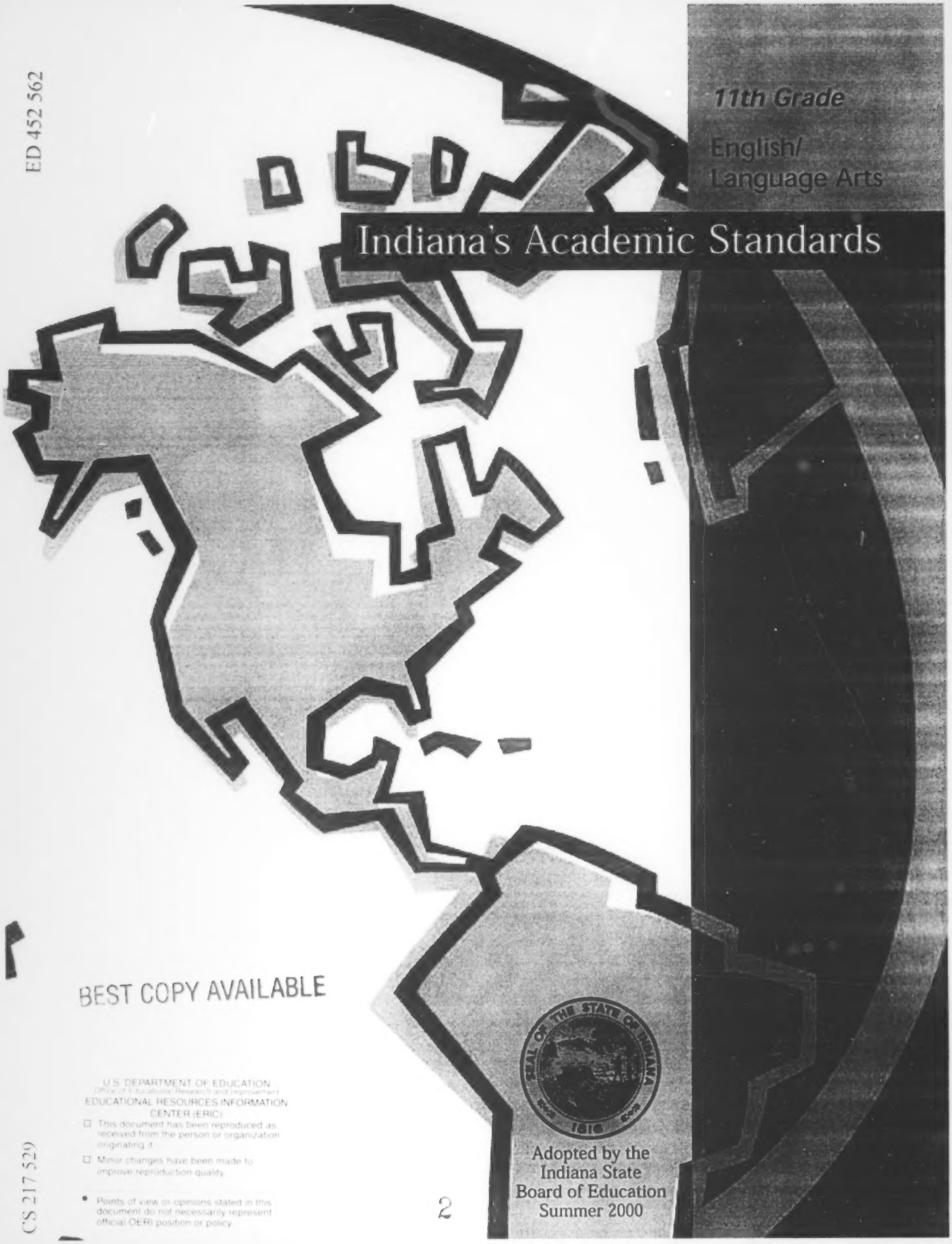
ED 452 562

11th Grade

English/
Language Arts

Indiana's Academic Standards



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CS 217 529

Adopted by the
Indiana State
Board of Education
Summer 2000

Dear Student,

The world is changing fast. In order for you to succeed in school, at work, and in the community, you will need more skills and knowledge than ever before.

Getting in shape academically is the single most important thing you can do to prepare for a successful future.

This booklet of academic standards clearly spells out what you should know and be able to do in Grade 11 English/Language Arts. Examples are given to help you understand what is required to meet the standards. **Please review this guide with your teachers and share it with your parents and family.**

Whether you go on to be a surgeon, computer technician, teacher, or airplane mechanic, learning never stops. There will always be a more demanding computer application, a new invention, or a more complex project awaiting you.

To be ready for tomorrow — get in top academic shape today. Use this guide year round to check your progress.

Dear Parent,

The demand is greater than ever for people who can read, write, and speak effectively, analyze problems and set priorities, learn new things quickly, take initiative, and work in teams. Technology has already transported us into a time where the next e-commerce opportunity is limited only by our imagination.

That's why Indiana has established new academic standards in English/Language Arts and Mathematics. These world-class standards outline what your child should know and be able to do in each subject, at each grade level.

Indiana's new standards were recommended by Indiana's Education Roundtable and adopted by the State Board of Education. According to Achieve, Inc., these new academic standards are "among the most understandable and rigorous standards in the nation."

Higher academic standards pose a challenge, but Indiana students have shown they can measure up. Our students know that higher expectations lead to greater rewards — and they're prepared to work harder. We know that by setting specific goals, everyone wins. Teachers have clear targets, students know what's expected, and you have detailed information about your child's strengths and weaknesses.

Your child will begin work toward meeting these new standards immediately. The ISTEP+ state assessments will be aligned to measure these higher expectations and phased in for students in Grades 3, 6, and 8 in 2002 and for students in Grade 10 in 2004. English/Language Arts for Grade 11 is a Core 40 course. The Core 40 end-of-course assessments will be aligned to measure the new standards beginning in 2002.

How can you be sure your child will be ready to meet these challenges? First, keep in mind that learning doesn't take place only in the classroom. Children spend far more time at home than they do in school. How they spend their time at home can make a difference. That's where your help is so important.

Here's a list of ten things you can do to help your child get a good education. **Nothing will have a bigger impact on your child's success than your involvement in his or her education.** We hope you use this guide as a tool to help your child succeed today and in the future.

Sincerely,

Frank O'Bannon
Governor Frank O'Bannon

Dr. Suellen Reed
Dr. Suellen Reed,
Superintendent of Public Instruction

Stan Jones
Stan Jones,
Commissioner for Higher Education

10 things you can do to help your child succeed

1. **Build relationships with your child's teachers.** Find out what each teacher expects of your child and how you can help your child prepare to meet those expectations.

2. **Read.** Reading is the foundation for all learning. Read to your young child, encourage your older child to read to you, or spend time together as a family reading. All this helps your child develop strong reading habits and skills from the beginning and then reinforces these habits and skills as your child grows. Reading is one of the most important contributions you can make to your child's education.

3. **Practice writing at home.** Letters, journal entries, and grocery lists are all writing opportunities. Show that writing is a very effective form of communication and that you write for a variety of purposes.

4. **Make math part of everyday life.** Cooking, gardening, paying bills, and even shopping are all good ways to help your child understand and use mathematics skills. Show that there may be many ways to get to the right answer and encourage your child to explain his or her method.

5. **Ask your child to explain his or her thinking.** Ask lots of "why" questions. Children should be able to explain their reasoning, how they came up with the right answer, and why they chose one answer over another.

6. **Expect that homework will be done.** Keep track of your child's homework assignments and regularly look at his or her completed work. Some teachers now give parents a number to call for a recorded message of that day's homework assignments; others put the information on the Internet. If your school doesn't offer these features, talk to the teacher about how you can get this important information. Even if there aren't specific homework assignments, find out how you can stay informed about what your child is working on so that you can help at home.

7. **Use the community as a classroom.** Feed your child's curiosity about the world 365 days a year. Use the library to learn more about the history of your town. A visit to a farmers' market can help your child picture our state's rich agricultural tradition. Take your young child to zoos and parks and your older child to museums and workplaces to show how learning connects to the real world.

8. **Encourage group study.** Open your home to your child's friends for informal study sessions. Promote outside formal study groups through church or school organizations or other groups, such as the Girl Scouts or Boy Scouts. Study groups will be especially important as your child becomes older and more independent.

9. **Help other parents understand academic expectations.** Use your school newsletter, a PTA or PTO meeting, or just a casual conversation to help other parents understand what academic standards mean for them, their child, and their school and how they can help their child learn at home.

10. **Spend time in the classroom.** The best way to know what goes on in your child's school is to spend time there. If you're a working parent, this isn't easy, and you may not be able to do it very often. But "once in a while" is better than "never."

Remember: *You are the most important influence on your child. Indiana's Academic Standards give you an important tool to ensure your child gets the best education possible.*

Standard 1

READING: Word Recognition, Fluency, and Vocabulary Development

Students apply their knowledge of word origins (words from other languages or from history or literature) to determine the meaning of new words encountered in reading and use those words accurately.

Vocabulary and Concept Development

- Trace the history of significant terms used in political science and history.

  Example: Understand the historical and current meanings of words, such as *democracy, political party,* and *legislature.*

- Apply knowledge of Greek, Latin, and Anglo-Saxon roots and word parts to draw inferences about the meaning of scientific and mathematical terminology.

  Example: While reading a biology textbook, understand specialized terms related to heredity, such as *genes, genetic, deoxyribonucleic acid (DNA), genotype,* and *organism.*

- Analyze the meaning of analogies encountered, analyzing specific comparisons as well as relationships and inferences.

  Example: Consider what is meant in a sentence that defines a story character with nonliteral comparisons, such as *Our softball coach wanted everyone to think he was a bear, but we all knew he was really a big teddy bear.*

Standard 2

READING: Reading Comprehension

(Focus on Informational Materials)

Students read and understand grade-level-appropriate material. They analyze the organizational patterns and evaluate authors' arguments and positions. The selections in the **Indiana Reading List** *(available online at www.doe.state.in.us/standards/readinglist.html) illustrate the quality and complexity of the materials to be read by students. At Grade 11, in addition to regular classroom reading, students read a wide variety of classic and contemporary literature, poetry, magazines, newspapers, reference materials, technical resources, and online information.*

Structural Features of Informational and Technical Materials

- Analyze both the features and the rhetorical (communication) devices of different types of public documents, such as policy statements, speeches, or debates, and the way in which authors use those features and devices.

  Example: Evaluate a famous political speech, such as Martin Luther King, Jr.'s "I Have a Dream" speech or Colin Powell's "Sharing the American Dream" speech, and describe the rhetorical devices used to capture the audience's attention and convey a unified message.

Comprehension and Analysis of Grade-Level-Appropriate Text

- Analyze the way in which clarity of meaning is affected by the patterns of organization, repetition of the main ideas, organization of language, and word choice in the text.

  Example: Read *The Assassination of Lincoln: History and Myth* by Lloyd Lewis and *John Wilkes Booth: A Sister's Memoir* by Asia Booth Clarke and evaluate how each communicates information to the reader and which style is more effective for the reader.

- Verify and clarify facts presented in several types of expository texts by using a variety of consumer, workplace, and public documents.

  Example: Check information learned in a driver's training course with information in the printed *Indiana Driver's Manual.*

- Make reasonable assertions about an author's arguments by using elements of the text to defend and clarify interpretations.

  Example: Read Stephen Crane's *The Red Badge of Courage* and Alfred Kazin's critique of the novel in the Bantam edition. Make a judgment about Kazin's critique of the novel and support agreement or disagreement with the critique by citing evidence from the novel.

- Analyze an author's implicit and explicit assumptions and beliefs about a subject.

  Example: Relate core concepts in self-government as they are conveyed by the *Bill of Rights*, the *Declaration of Independence*, and the *U.S. Constitution*. Discuss how these concepts and ideals continue in American society today.

Expository (Informational) Critique

- Critique the power, validity, and truthfulness of arguments set forth in public documents; their appeal to both friendly and hostile audiences; and the extent to which the arguments anticipate and address reader concerns and counterclaims.

  Example: Evaluate documents in support of and against an issue, such as building a new sports complex in the community. Address such issues as how supporters of an issue try to persuade readers by asserting their authority on the issues and appealing to reason and emotion among readers.

Standard 3

READING: Literary Response and Analysis

Students read and respond to grade-level-appropriate historically or culturally significant works of literature that reflect and enhance their study of history and social science. They conduct in-depth analyses of recurrent themes. The selections in the **Indiana Reading List** *(available online at www.doe.state.in.us/standards/readinglist.html) illustrate the quality and complexity of the materials to be read by students.*

Structural Features of Literature

- Analyze characteristics of subgenres, types of writings such as satire, parody, allegory, and pastoral that are used in poetry, prose, plays, novels, short stories, essays, and other basic genres.
  - Satire: using humor to point out weaknesses of people and society
  - Parody: using humor to imitate or mock a person or situation
  - Allegory: using fictional figures and actions to express truths about human experiences
  - Pastoral: showing life in the country in an idealistic — and not necessarily realistic — way

  Example: Read and evaluate the short story, "The Celebrated Jumping Frog of Calaveras County," by Mark Twain, as an example of Twain's gentle satirizing of human behavior.

Narrative Analysis of Grade-Level-Appropriate Text

- Analyze the way in which the theme or meaning of a selection represents a view or comment on life, using textual evidence to support the claim.

  Example: Analyze the development of the theme of self-reliance, as shown in works such as "Self-Reliance" by Ralph Waldo Emerson and "Floyd Patterson: The Essence of a Competitor" by Joyce Carol Oates.

- Analyze the ways in which irony, tone, mood, the author's style, and the "sound" of language achieve specific rhetorical (communication) or aesthetic (artistic) purposes or both.

  Example: Analyze the impact of the author's style in works such as "I Will Fight No More Forever" by Chief Joseph.

- Analyze ways in which poets use imagery, personification, figures of speech, and sounds to evoke readers' emotions.

  Example: Respond to and compare a variety of poems that serve as examples of the poem's power, such as Robert Browning's "My Last Duchess," Elizabeth Bishop's "Fish," Robert Frost's "Out, Out...," and Amy Lowell's "Patterns."

- Analyze recognized works of American literature representing a variety of genres and traditions that:
  - trace the development of the major periods of American literature.
  - contrast the major themes, styles, and trends in different periods.
  - evaluate the influences (philosophical, political, religious, ethical, and social) of the historical period for a given novel that shaped the characters, plot, and setting.

  Example: Evaluate different works of American fiction as representations of a certain period in American history, including works such as *Uncle Tom's Cabin* by Harriet Beecher Stowe, *Red Badge of Courage* by Stephen Crane, *The Great Gatsby* by F. Scott Fitzgerald, and *The Joy Luck Club* by Amy Tan.

- Analyze the way in which authors have used archetypes (models or patterns) drawn from myth and tradition in literature, film, political speeches, and religious writings.

  Example: Evaluate the themes developed by works such as *A Raisin in the Sun* by Lorraine Hansberry and *The Crucible* or *Death of a Salesman* by Arthur Miller.

Literary Criticism

- Analyze the clarity and consistency of political assumptions in a selection of literary works or essays on a topic.

  Example: Analyze and evaluate how Martin Luther King, Jr.'s use of biblical, philosophical, and political references in "Letter from Birmingham Jail" advance the purpose of his essay. Read selected essays by Susan B. Anthony and Eleanor Roosevelt, and analyze the authors' respective assumptions about women's suffrage, gender equity, and women's place in organized labor.

- Analyze the philosophical arguments presented in literary works to determine whether the authors' positions have contributed to the quality of each work and the credibility of the characters.

  Example: Read Herman Melville's *Billy Budd* or Richard Wright's *Native Son* and debate whether any one work offers a defensible philosophical argument about capital punishment.

Standard 4

WRITING: Writing Process

Students write coherent and focused texts that show a well-defined point of view and tightly reasoned argument. The writing demonstrates students' progression through the stages of the writing process (prewriting, writing, editing, and revising).

Organization and Focus

- Discuss ideas for writing with classmates, teachers, and other writers.
- Demonstrate an understanding of the elements of discourse, such as purpose, speaker, audience, and form, when completing narrative, expository, persuasive, or descriptive writing assignments.
- Use point of view, characterization, style, and related elements for specific rhetorical (communication) and aesthetic (artistic) purposes.
- Structure ideas and arguments in a sustained and persuasive way and support them with precise and relevant examples.
- Enhance meaning by using rhetorical devices, including the extended use of parallelism, repetition, and analogy and the issuance of a call for action.
- Use language in creative and vivid ways to establish a specific tone.

Research and Technology

- Develop presentations by using clear research questions and creative and critical research strategies, such as field studies, oral histories, interviews, experiments, and Internet sources.
- Use systematic strategies to organize and record information, such as anecdotal scripting or annotated bibliographies.
- Use a computer to integrate databases, pictures and graphics, and spreadsheets into word-processed documents.

Evaluation and Revision

- Review, evaluate, and revise writing for meaning, clarity, achievement of purpose, and mechanics.
- Edit and proofread one's own writing, as well as that of others, using an editing checklist.
- Revise text to highlight the individual voice, improve sentence variety and style, and enhance subtlety of meaning and tone in ways that are consistent with the purpose, audience, and form of writing.

Standard 5

WRITING: Writing Applications

(Different Types of Writing and Their Characteristics)

At Grade 11, students continue to combine the rhetorical strategies of narration, exposition, persuasion, and description to produce texts of at least 1,500 words. Students are introduced to writing reflective compositions and historical investigation reports and become familiar with the forms of job applications and résumés. Students deliver multimedia presentations on varied topics. Student writing demonstrates a command of Standard English and the research, organizational, and drafting strategies outlined in Standard 4 — Writing Process. Writing demonstrates an awareness of the audience (intended reader) and purpose for writing.

In addition to producing the different writing forms introduced in earlier grades, Grade 11 students use the writing strategies outlined in Standard 4 — Writing Process to:

- Write fictional, autobiographical, or biographical narratives that:
  - narrate a sequence of events and communicate their significance to the audience.
  - locate scenes and incidents in specific places.
  - describe with specific details the sights, sounds, and smells of a scene and the specific actions, movements, gestures, and feelings of the characters; use interior monologue (what the character says silently to self) to show the character's feelings.
  - pace the presentation of actions to accommodate changes in time and mood.

  Example: Read several short essays by writers on the practice of writing, such as an excerpt from Anne Lamott's *Bird by Bird* or essays by Wallace Stegner or the first chapter of Eudora Welty's *One Writer's Beginnings*. Write an essay on how reading and/or writing have been significant in your life.

- Write responses to literature that:
  - demonstrate a comprehensive understanding of the significant ideas in works or passages.
  - analyze the use of imagery, language, universal themes, and unique aspects of the text.
  - support important ideas and viewpoints through accurate and detailed references to the text and to other works.
  - demonstrate an understanding of the author's style and an appreciation of the effects created.
  - identify and assess the impact of perceived ambiguities, nuances, and complexities within the text.

  Example: After reading "The Fall of the House of Usher" by Edgar Allan Poe (an example of observer narration), "The Prison" by Bernard Malamud (an example of single character point of view), and "The Boarding House" by James Joyce (an example of the multiple character point of view), analyze in an essay how the authors' choices of literary narrator made a difference in the response of the reader. Reference examples from throughout the works in support of a position.

- Write reflective compositions that:
  - explore the significance of personal experiences, events, conditions, or concerns by using rhetorical strategies, including narration, description, exposition, and persuasion.
  - draw comparisons between specific incidents and broader themes that illustrate the writer's important beliefs or generalizations about life.
  - maintain a balance in describing individual incidents and relate those incidents to more general and abstract ideas.

  Example: Select a quotation that is particularly meaningful. Explain the significance of the quotation.

- Write historical investigation reports that:
  - use exposition, narration, description, argumentation, or some combination of rhetorical strategies to support the main argument.
  - analyze several historical records of a single event, examining critical relationships between elements of the topic.
  - explain the perceived reason or reasons for the similarities and differences in historical records with information derived from primary and secondary sources to support or enhance the presentation.
  - include information from all relevant perspectives and take into consideration the validity and reliability of sources.
  - include a formal bibliography.

  Example: Compose an essay on Alexis de Tocqueville's 1830s observations on American political and social life. Examine other historical documents to determine how accurate and perceptive de Tocqueville's analysis was, and how his views of society reflect the United States today.

- Write job applications and résumés that:
  - provide clear and purposeful information and address the intended audience appropriately.
  - use varied levels, patterns, and types of language to achieve intended effects and aid comprehension.
  - modify the tone to fit the purpose and audience.
  - follow the conventional style for that type of document (a résumé or cover letter of application) and use page formats, fonts (typeface), and spacing that contribute to the readability and impact of the document.

  Example: Write a résumé outlining job experience, extracurricular activities, and other skills. Format the document so that the information is clearly represented for the intended audience.

- Use varied and extended vocabulary, appropriate for specific forms and topics.

  Example: Use formal word choices for most writing. Write: *The candidate criticized her opponent for changing his views on the issues.* Avoid writing the informal: *The candidate knocked her opponent for waffling on his views on the issues.* Use informal writing only for certain types of informal writing situations, such as journals, informal essays, and creative writing: *When it came to playing the game Clue, he was clueless.*

- Use precise technical or scientific language when appropriate for topic and audience.

  Example: Use the vocabulary of a particular trade, profession, or group only when writing for that type of specific audience. A home improvement store supervisor would write: *The number 6 stick shed has 2-by and 4-by, poly, visqueen, and R-29.* The same sentence without technical language is: *The 2 by 4 and the 4 by 4 lumber is in warehouse shed number 6 with the polyester house wrap, 4 millimeter plastic sheeting, and R-29 Fiberglas insulation.*

- Deliver multimedia presentations that:
  - combine text, images, and sound and draw information from many sources, including television broadcasts, videos, films, newspapers, magazines, CD-ROMs, the Internet, and electronic media-generated images.
  - select an appropriate medium for each element of the presentation.
  - use the selected media skillfully, editing appropriately, and monitoring for quality.
  - test the audience's response and revise the presentation accordingly.

  Example: Prepare a multimedia presentation about Indiana authors. Support the presentation with visual images and video clips. Create a literary map of Indiana, with visuals that have been found or created, showing authors' hometowns, photographs, and biographies.

Standard 6

WRITING: Written English Language Conventions

Students write using Standard English conventions.

- Demonstrate control of grammar, diction, paragraph and sentence structure, and an understanding of English usage.
- Produce writing that shows accurate spelling and correct punctuation and capitalization.
- Apply appropriate manuscript conventions in writing including title page presentation, pagination, spacing and margins, and integration of source and support material, by citing sources within the text, using direct quotations, and paraphrasing.

Standard 7

LISTENING AND SPEAKING: Listening and Speaking Skills, Strategies, and Applications

Students formulate thoughtful judgments about oral communication. They deliver focused and coherent presentations that convey clear and distinct perspectives and demonstrate solid reasoning. Students deliver polished formal and extemporaneous presentations that combine traditional speech strategies of narration, exposition, persuasion, and description. They use gestures, tone, and vocabulary appropriate to the audience and purpose. Students use the same Standard English conventions for oral speech that they use in their writing.

Comprehension

- Summarize a speaker's purpose and point of view and ask questions to draw interpretations of the speaker's content and attitude toward the subject.

Organization and Delivery of Oral Communication

- Use rhetorical questions (questions asked for effect without an expected answer), parallel structure, concrete images, figurative language, characterization, irony, and dialogue to achieve clarity, force, and artistic effect.

- Distinguish between and use various forms of logical arguments, including:
  - inductive arguments (arguments that are highly likely, such as *All of these pears are from that basket and all of these pears are ripe, so all of the pears in the basket are ripe*) and deductive arguments (arguments that are necessary conclusions based on the evidence, such as *If all men are mortal and he is a man, then he is mortal*).
  - syllogisms and analogies (assumptions that if two things are similar in some ways then they are probably similar in others).

- Use logical, ethical, and emotional appeals that enhance a specific tone and purpose.

- Use appropriate rehearsal strategies to pay attention to performance details, achieve command of the text, and create skillful artistic staging.

- Use effective and interesting language, including informal expressions for effect, Standard English for clarity, and technical language for specificity.

- Use research and analysis to justify strategies for gesture, movement, and vocalization, including dialect, pronunciation, and enunciation.

- Evaluate when to use different kinds of effects (including visuals, music, sound, and graphics) to create effective productions.

Analysis and Evaluation of Oral and Media Communications

- Analyze strategies used by the media to inform, persuade, entertain, and transmit culture (including advertisements; perpetuation of stereotypes; and the use of visual representations, special effects, and language).

- Analyze the impact of the media on the democratic process (including exerting influence on elections, creating images of leaders, and shaping attitudes) at the local, state, and national levels.

- Interpret and evaluate the various ways in which events are presented and information is communicated by visual image-makers (such as graphic artists, documentary filmmakers, illustrators, and news photographers).

- Critique a speaker's use of words and language in relation to the purpose of an oral communication and the impact the words may have on the audience.

- Identify logical fallacies used in oral addresses including *ad hominem* (appealing to the audience's feelings or prejudices), false causality (falsely identifying the causes of some effect), red herring (distracting attention from the real issue), overgeneralization, bandwagon effect (attracting the audience based on the show rather than the substance of the presentation).

- Analyze the four basic types of persuasive speech (propositions of fact, value, problem, and policy) and understand the similarities and differences in their patterns of organization and the use of persuasive language, reasoning, and proof.

- Analyze the techniques used in media messages for a particular audience and evaluate their effectiveness (for example, Orson Welles' radio broadcast *War of the Worlds*).

Speaking Applications

- Deliver reflective presentations that:
  - explore the significance of personal experiences, events, conditions, or concerns, using appropriate speech strategies, including narration, description, exposition, and persuasion.
  - draw comparisons between the specific incident and broader themes to illustrate beliefs or generalizations about life.
  - maintain a balance between describing the incident and relating it to more general, abstract ideas.

- Deliver oral reports on historical investigations that:
  - use exposition, narration, description, persuasion, or some combination of those to support the thesis (the position on the topic).
  - analyze several historical records of a single event, examining each perspective on the event.
  - describe similarities and differences between research sources, using information derived from primary and secondary sources to support the presentation.
  - include information on all relevant perspectives and consider the validity (accuracy and truthfulness) and reliability (consistency) of sources.

- Deliver oral responses to literature that:
  - demonstrate a comprehensive understanding of the significant ideas of literary works and make assertions about the text that are reasonable and supportable.
  - present an analysis of the imagery, language, universal themes, and unique aspects of the text through the use of speech strategies, including narration, description, persuasion, exposition, or a combination of those strategies.
  - support important ideas and viewpoints through specific references to the text and to other works.
  - demonstrate an awareness of the author's style and an appreciation of the effects created.
  - identify and assess the impact of ambiguities, nuances, and complexities within the text.

- Deliver multimedia presentations that:
  - combine text, images, and sound by incorporating information from a wide range of media, including films, newspapers, magazines, CD-ROMs, online information, television, videos, and electronic media-generated images.
  - select an appropriate medium for each element of the presentation.
  - use the selected media skillfully, editing appropriately and monitoring for quality.
  - test the audience's response and revise the presentation accordingly.

- Recite poems, selections from speeches, or dramatic soliloquies with attention to performance details to achieve clarity, force, and aesthetic effect and to demonstrate an understanding of the meaning (for example, stage a presentation of Hamlet's soliloquy "To Be or Not to Be").

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Questions?

If you have contacted your child's school and still need additional information:

Call: **1.888.544.7837**

Web site:
www.doe.state.in.us/standards

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